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ABSTRACT

This report on desegregation includes an article by Senator M. Morris Jackson concerning desegregation in Ohio, and several brief reports on desegregation trends in California, Illinois, New Jersey, Ohio, Oregon, and Washington. Senator Jackson's article discusses the findings of Ohio's Joint Select Committee on School Desegregation, a bipartisan committee of 12 House and Senate members directed to study the States's role in reducing racial imbalance. The reports on desegregation trends in the States discuss the legislative action and/or policies introduced or implemented in each State to eliminate racial segregation in their schools. Included in each report is the name and address of an individual from whom further information on that State's desegregation policies can be obtained. (EB)

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A Report of Desegregation Trends in the States

Winter 1979

A publication of the National Project and Task Force on Desegregation Strategies

OHIO's JOINT SELECT COMMITTEE ON SCHOOL DESEGREGATION: A POLITICAL EVALUATION*

By: Ohio State Senator M. Morris Jackson**

ED177261

Ohio is at the crossroads. Like an increasing number of states facing desegregation,[1] the question is no longer whether we are involved. We are. The critical question has become how will we respond.

There are basically two choices.

Either state officials can proceed in a piecemeal fashion -- allowing others to determine the fate of the schools, through court orders or by cutting off federal funds. Or we can initiate desegregation policies in a rational, comprehensive way, rather than let others tell us what to do and how to do it.

Why has desegregation become an issue in our state? A brief look at Ohio's demography and the recent flurry of desegregation activity will help to explain.

Ohio has more urban centers than any other state, except possibly California. There are the larger metropolitan areas like Cleveland, Columbus, Cincinnati. But there are also numerous medium-sized cities, suburbs, smaller urban areas surrounded by farmlands, and rural communities all with sizeable minority populations.

Ohio in 1977-78 had nearly 2.2 million students in the public schools, the fourth largest public school enrollment in the nation: 12.7% were black, 0.9% were Hispanic and 0.5% were Asian or native American. Significant numbers of minority students live in seventy-nine of Ohio's eighty-eight counties. Fifty-seven school districts within twenty-seven counties located in nearly all areas of the state have minority student enrollments of 10% or more. Minority students in seven of these districts now make up a majority of the student body. And while the largest single minority group is black, over 20,000 Hispanic students attend public school in Ohio, particularly in the northwest and northern part of the state.[2]

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*The following speech was delivered by State Senator M. Morris Jackson on March 2, 1979 as part of a desegregation conference for Ohio's minority school board members, sponsored by KEDS Desegregation Assistance Center, Kent State University.

**Senator Jackson was chairperson of the Ohio Joint Select Committee and is a member of the National Task Force on Desegregation Strategies.

The National Project and Task Force on Desegregation Strategies is jointly sponsored by the Education Commission of the States, the National Association of State Boards of Education and the Council of Chief State School Officers. Funding is provided by the National Institute of Education, the Ford Foundation and the U.S. Office of Education.

Based on demography and lacking any state policy, it is not surprising that Ohio has experienced a variety of desegregation activities in recent years. As school began in 1978-79, our state led the nation in court cases. School boards in Cleveland, Columbus, Cincinnati, Dayton, Akron and Youngstown are currently defendants in school desegregation litigation. Other Ohio school systems, like Springfield, Canton, Toledo, Princeton, and Lima are now or have been involved in negotiations with the Office for Civil Rights, HEW, under the provisions of Title VI of the U.S. Civil Rights Act of 1964, which prohibits discrimination in any program receiving federal funds. Still other communities -- Shaker Heights, Cleveland Heights-University Heights, Warrensville Heights, Lorain, Xenia, Mansfield, Warren, Greenhills-Forest Park, Mt. Healthy, Jefferson Township and Middleton -- have implemented or are attempting to develop voluntary desegregation programs.

Faced with a growing problem -- not only educational but financial and political -- the Ohio General Assembly became the first and, to date, the only state legislature to form a committee of its own members to study the desegregation issue. This action was taken not as an academic exercise, not to waste public funds, and certainly not to magnify what is already a highly salient issue. The legislature created the committee in recognition of the magnitude of the problem, which had assumed statewide proportions. Accordingly, this special one-year, bipartisan committee of 12 House and Senate members was directed to study the "state's role in reducing racial imbalance." While the vote on the resolution was nearly unanimous (31-0 in the Senate; 80-3 in the House), a floor amendment instructing the committee to study "alternatives to busing" also reflected a growing legislative priority.[3]

In fulfilling its formal charge to the legislature, the Joint Select Committee on School Desegregation held fourteen public hearings, from February through December, 1978. It adopted a final report at the end of last year.[4] The report will be released to the public in several weeks, after it has been presented to the legislature.* Our recommendations encompass five areas -- first, the state's role in eliminating de jure segregation; second, desegregation programs both within and between school districts; third, citizen participation in decisions affecting desegregation; fourth, transportation, and fifth, housing.

Rather than steal the committee's thunder, I will make several observations about what the committee has learned. First we learned that it was important to make the report practical, i.e., responsive to legislators' concerns. Our report was written for a specific audience, the members of the Ohio General Assembly. It was written for legislators concerned about racial isolation, who need more information. It was written for legislators who have not had to confront desegregation back home and who must therefore be convinced of the need to act on other grounds. Finally, it was written for legislators who equate school desegregation with "forced busing," but who are open to realistic and long term alternatives to court-ordered transportation.

Neither civil rights activists nor anti-busing forces are likely to embrace this approach. The Joint Select Committee did not pen the definitive statement on quality integrated education. But neither did it vilify judicial interpretations of the 14th Amendment. Instead, the committee purposely wrote a report by legislators for legislators, on their turf and in their terms. Only in this way, could we hope to elicit action from those who have the power to act.

*The report was released on March 21, 1979. (See "In The States" section, this issue.)

Second, it was important to educate ourselves on all aspects of the desegregation issue. Most elected officials need a primer course on the A-B-C's of school desegregation. When the Joint Select Committee was first formed, many of our members equated desegregation with "forced busing" because that is what we read in the papers, saw on TV, or heard from our constituents. In order to gain a clearer understanding of a complex issue, the committee devoted seven day-long hearings to taking testimony. We listened to numerous witnesses, each with their own experiences, perceptions and objectives. We heard from attorneys; plaintiffs and defendants in desegregation cases; local, state and federal officials; desegregation experts, civil rights activists, and anti-bussers; city planners and fair housing advocates; school officials, parents, lobbyists, ministers, teachers, students, university professors and other concerned citizens. Each witness expressed sincere concerns about school desegregation and each had something significant to recommend. Their suggestions formed the basis of our committee's final report.

Becoming educated about school desegregation also means dealing realistically with the question of cost. Perhaps the easiest place to start is by determining the costs of litigation. And these are usually formidable. For example, school boards in Cleveland and Columbus have spent over $1 million and $1/2 million respectively, defending themselves in court. As a co-defendant in five of the six desegregation cases in Ohio, the State Board of Education has its own litigation costs totalling over $1/2 million. These figures are sufficient to indicate the substantial price we pay for doing nothing.

Determining the actual cost of implementing desegregation plans is somewhat more difficult. Dollar figures are either inflated or down-played, depending on whether one is an advocate or an opponent of desegregation.[5] Moreover, the amounts tend not to reflect the heavy investment in staff time.

Because the Joint Select Committee wanted to learn about the experiences of other communities in implementing desegregation remedies, it commissioned a team of researchers to collect cost data from budget analysts in school districts across the country.[6] Between September 15 and November 1, 1978 our researchers traveled to sixteen cities. Of particular interest was their finding that the local cost of desegregation during the initial year of implementation in these sixteen school systems ranged from .03% to 6% of each district's total operating budget. A majority of the districts spent 3% or less of their budget on implementing desegregation. In all but one district, desegregation plan costs are no longer being reported separately, but are considered part of normal expenditures. And the legal fees incurred in implementing desegregation remedies were minimal compared to the costs of defense.

It stands to reason that any legislative body wishing to implement desegregation must have a realistic understanding of its cost. If our findings are indicative, then the expense of fighting desegregation is significantly more and the expense of implementing desegregation programs significantly less than is normally assumed.

Third, it was important to make every effort to broaden the desegregation issue to attract all potential allies. The arguments which may spur one legislator to act may be different for another legislator. The committee's report consequently contains a number of reasons in favor of enacting a state desegregation policy. These range from protecting constitutional rights; to appealing to law and order; to retaining control over decision-making; to saving money; to guaranteeing quality

integrated education for all students.

Despite the best of intentions, desegregation policies may have little chance of passage, in and of themselves. Therefore, efforts had to be made to build on existing programs and compatible concerns. In Ohio, state law already provides for the joint delivery of services across different units of government. Local governments cooperate in providing housing, parks, sewers, hospitals, workhouses, airports, mass transit, libraries, and vocational education programs. The same arguments could be made in favor of providing desegregation programs across district lines, particularly during a time of declining student enrollments and empty school buildings. Thus can desegregation advocates forge a coalition with fiscal conservatives.

As many school boards in central cities or in many older suburbs struggle with painful choices over which buildings to close, their neighbors are wrestling with strategies to convince voters to tax themselves for new buildings. What a waste of public funds! The state can assume the pivotal role in aiding both types of districts by providing technical assistance and program funding to schools and communities wishing to cooperate across district boundaries.

Fourth, it is important to deal realistically and rationally with the transportation issue. Given the public turmoil over "busing," every effort must be made to de-sensationalize the issue so that lawmakers can examine it objectively. Once things calmed down, for example, the legislators on our committee were surprised to learn that while 65% of all students in this country use some means of transportation to get to school, only 2% to 4% are bused because of desegregation.[7]

In Ohio last year, 56.6% of our students got a ride to school. The largest proportion of students, transported over the greatest distances, came not from the cities but from our state's rural communities. Thus, school transportation in Ohio is, in truth, a statewide issue.

Statewide concerns were also reflected in testimony before the Joint Select Committee. School officials from districts undergoing court-ordered or voluntary desegregation implored the committee to recommend additional transportation assistance, which was simply unavailable elsewhere. Individuals from communities not faced with desegregation were equally vocal in wanting to safeguard their transportation funds. Our committee therefore urged the state to provide adequate transportation dollars to school districts for whatever the reason -- geographic distance, rural consolidation, suburban sprawl, urban transportation or desegregation.

At the same time, the state must protect its own substantial investment in buying and operating buses. The immediate concern over busing for desegregation will, we hope, convince the legislature to reexamine Ohio's transportation statutes, prompting a more economical, efficient delivery of services in all communities. Busing -- where, why, and for whom -- is after all, a transportation issue.

Fifth, anyone who wants to end school segregation must also put an end to residential segregation. Any serious treatment of desegregation also requires an examination of housing patterns and practices and their impact on school policies. Not only because fair housing is the law. Not only because the elimination of housing discrimination will help reduce findings of unconstitutional segregation against

school districts. But because stable, integrated neighborhoods present the most realistic, long term "alternative to busing."

Research commissioned by the Joint Select Committee found that Ohio's major urban areas were segregated by race and that existing federal and state laws outlawing housing discrimination were not being enforced.[8] These conclusions are substantiated by the Ohio Civil Rights Commission,[9] the state's own state housing plan,[10] and a recent nationwide study commissioned by HUD.[11]

The Joint Select Committee therefore spent a good deal of time formulating recommendations strengthening both the content and the enforcement of fair housing laws. This also makes good sense because the courts are now beginning to link residential and school segregation. The Akron desegregation case, for example, has been filed not only against the school board but also against the mayor, the city, the metropolitan housing authority, the president of Ohio's real estate commission and the secretary of HUD.[12]

If school and housing officials are to be held accountable for each other's actions, states must begin to develop programs encouraging mutual decision-making. Legislators who have shied away from fair housing issues will, we hope, reassess their positions, as policies to create and maintain integrated neighborhoods become preferable to tolerating existing conditions which require "forced busing."

Sixth, it is important not to be afraid to confront the desegregation issue. The Joint Select Committee learned firsthand that the politics of desegregation can transcend normal political divisions -- be they Democrat or Republican; liberal, moderate or conservative; urban, suburban or rural; rich or poor; house or senate. At the outset, the committee was justifiably leery of school desegregation, particularly during an election year. Yet none of the members sidestepped the subject. Neither did they play to the grandstands. Most committee members attended the meetings on a regular basis. All hearings were held in a low-key atmosphere, probably so much so that the media generally tended to ignore us. Massive crowds did not storm the hearing room. If the truth be known, relatively few citizens followed the committee's deliberations on a regular basis. And despite a variety of partisan, racial, residential, philosophical, professional and educational backgrounds, the committee was able to adopt a final report unanimously. I mention these things in passing to encourage those of you who find yourselves in similar situations, to confront the desegregation issue and not avoid it.

We do not kid ourselves. To quote Massachusetts Commissioner of Education, Gregory Anrig:

> "It isn't easy. It isn't popular. There is little company out on the end of the political limb. But nothing in the constitution says that the right to equal treatment under law depends on group consensus."[13]

Adopting a report is an important step. But it is only the first step. The success of the Joint Select Committee will come only with the enactment of its recommendations and the resolution of the desegregation issue in Ohio. Ultimately, the committee's lasting contribution will be measured, not by what appears on the books, but by what occurs in the classroom.

The task is formidable, but I remain optimistic, heartened by the words of one

high school senior who testified before our committee. When asked why she, along with three of her classmates, was testifying in support of efforts to desegregate the schools in Cleveland, she answered:

> "It is a fact that we are for desegregation for the simple reason that we believe people need people to live, no matter what their race, creed or color. We belong to each other, to help each other, and that's what we're here for -- to help and give help to others and to receive help from others. Whereas, without other people you can't survive because it takes other people to show you how strong or how weak you really are."[14]

No legislative report could have stated it better.

FOOTNOTES

1. See Bert Mogin, The State Role in School Desegregation, Appendix B, prepared for the Office of the Assistant Secretary of Education, U.S. Department of H.E.W., Washington, D.C., July, 1977.

2. Ohio Department of Education, February 24, 1978.

3. Amended Senate Joint Resolution No. 22, 112th Ohio General Assembly, Columbus, Ohio, October 20, 1977.

4. Report and Recommendations of the Joint Select Committee on School Desegregation to the Ohio General Assembly, Columbus, Ohio, December 21, 1978.

5. See David L. Colton, Urban School Desegregation Costs, Part I, Case Studies, Center for Educational Field Studies, Washington University, St. Louis, Missouri, November, 1977.

6. Gordon R. Hoffman, et al., "A Study of the Cost of Implementation of Desegregation Plans in Seventeen Major Cities," prepared for the Ohio General Assembly's Joint Select Committee on School Desegregation, November, 1978.

7. Nicholas Mills, ed., The Great School Bus Controversy, Teacher College Press, Columbia University, New York, 1977, pp. 6-7; "Your Child and Busing," U.S. Commission on Civil Rights, 1972, p. 7.

8. "A Comprehensive Review of Housing Decisions and Demography as Factors in School Desegregation in Ohio," a series of reports by the Cuyahoga Plan of Ohio, Inc.: The Housing Advocates, Inc.; and The Heights Community Congress, prepared under contract with the Ohio General Assembly's Joint Select Committee on School Desegregation, November, 1978.

9. Ohio Civil Rights Commission, 19th Annual Report, 1977-78, pp. 8-9.

10. Ohio Housing Element, 1978. (A Comprehensive study of Ohio's housing needs written by the state and funded in part through a comprehensive planning assistance grant from the U.S. Department of Housing and Urban Development.)

11. Ferderick J. Eggers et al., "Background Information and Initial Findings of the Housing Market Practices Survey," U.S. Department of Housing and Urban

Development, Washington, D. C., 1978.

12. Doris Bell et al. v. Akron Board of Education et al., C-78 - 208.

13. Gregory R. Anrig, "State Leadership in School Desegregation," Progress, The National Project and Task Force on Desegregation Strategies, Education Commission of the States, Denver, Colorado, Fall, 1978.

14. Ms. Joyce Rice, Youth Task Force on School Desegregation, Cleveland, Ohio, in testimony before the Ohio General Assembly's Joint Select Committee on School Desegregation, June 16, 1978.

EQUAL EDUCATIONAL OPPORTUNITY (EEO) DIRECTORS' NATIONAL MEETING

The second national meeting of state EEO directors was held in Los Angeles on March 15-16, 1979. Among the recommendations made by the group was the creation of a Presidential Commission to commemorate the 25th anniversary year of the Brown decision. Such a Commission would be charged with clarifying national goals for EEO and defining state responsibilities for meeting these goals.

The EEO directors urged the National Project and Task Force on Desegregation Strategies to discuss with national civil rights and educational groups the creation of a Presidential Commission, and discuss with the U.S. Office of Education guidelines for the administration of Title IV and ESAA funds to support a broader state role in achieving equal educational opportunity.

The EEO directors also recommended that each SEA develop a comprehensive state plan for equal educational opportunity, and urge the commemoration of the Brown decision by gubernatorial proclamation and/or by legislative or state board resolutions.

Senator M. Morris Jackson, chairperson of Ohio's Joint Select Committee on School Desegregation, opened the meeting with a report on the work of the Joint Select Committee, whose report was released in March. James McPartland, a Johns Hopkins University researcher, followed with a report on new research on long term outcomes of desegregation for minority group children. Other speakers included George Rhodes, Acting Associate Commissioner for EEO Programs, U.S.O.E., and Wilson Riles, Superintendent of Public Instruction, California.

EEO Directors from 34 states attended the meeting, which was jointly sponsored by the California State Department of Education and the National Project and Task Force on Desegregation Strategies.

A report of the first national meeting of EEO Directors, held last September in Denver, is available through the National Project on Desegregation Strategies. The report is titled "State Planning to Achieve Successful Desegregation."

IN THE STATES...

California

A state constitutional amendment which would limit the state courts' power to order desegregation is on its way towards the ballot in California. The measure, SCA #2, known as the Robbins amendment, would require that state courts adhere to federal judicial standards in enforcing desegregation.

The amendment would in essence overrule the California Supreme Court's determination that school districts have a constitutional duty to take reasonably feasible steps to alleviate racial and ethnic isolation whatever its origin. (Crawford v. Board of Education, 17 Cal. 3d 280 551 p.2d 28 (1976)). Current federal court standards require only the elimination of deliberately caused (de jure) segregation.

SCA #2 has passed the full Assembly and the Judiciary Committee of the Senate. State education department personnel say that the measure will almost certainly be on the ballot, either at the special election sought by proponents of the measure in August, or at the regular election in November, 1980.

If passed, the measure will not affect Los Angeles' desegregation plan, which was imposed after the California Supreme Court upheld a lower court finding of intentional segregation.

Nor will SCA #2 interfere with the implementation of new state board regulations, according to state education department personnel. Pursuant to the new regulations (see Progress, Fall, 1978), local districts must submit compliance reports by July 1, 1979, and if necessary, desegregation plans by September, 1979. State department personnel say the regulations will not be affected because their implementation does not depend on a state court order. Should the Crawford decision be invalidated by the passage of SCA #2, however, the regulations, which were drafted to carry out the intent of that decision, would no doubt also be subject to challenge.

For further information, please contact: Dr. A. Reuben Burton, Office of Intergroup Relations, State Department of Education, 721 Capitol Mall, Room 624, Sacramento, California 95814, (916) 445-9482.

Illinois

Two bills have been introduced in the Illinois legislature seeking state funds to promote desegregation. The first seeks a $15 million appropriation for a program of discretionary state grants which is loosely modeled after federal Title IV (CRA) and Emergency School Aid Act programs. The funds would be available to cover almost any desegregation related costs except transportation. Similar legislation has been defeated in the last two sessions of the state legislature.

The second bill seeks a $1 million appropriation for a model voluntary inter-district desegregation program. The bill is modeled after Wisconsin's financial incentive act, which encourages voluntary inter-district transfers by a system of incentive funding. The $1 million would fund a first year pilot program.

Last December, the state board extended Chicago's probationary status (for non-compliance with state desegregation standards) until March, 1979. To date, no further action has been taken by the Illinois board. A spokesperson at the Illinois state department of education indicated that the board will consider a motion at its next meeting, on April 12, which would 1) ask the city for a revised plan which would remedy some of the deficiencies of the current Chicago plan, 2) extend Chicago's probation but put it on a quarterly basis, and 3) seek federal government involvement and assistance in desegregating Chicago.

In February, Education Daily printed a copy of an unsigned "confidential draft" letter from the Office for Civil Rights, finding Chicago in violation of Title VI (CRA) and threatening to refer the matter to the Justice Department if no agreement were reached on a plan. State education department personnel say that the Illinois state board would be glad of such assistance from OCR.

New Jersey

New Jersey has accomplished substantial amounts of desegregation during the past 10 years by virtue of state legislation, state board policies, compliance and enforcement procedures and an active state education department under the strong leadership of its Commissioner, Fred G. Burke. In March, the New Jersey Equal Educational Opportunity Office sponsored a program for state board members and senior staff of the department to explore the needs of the future. Billed as a Desegregation Seminar, board members and senior staff persons heard presentations on the legal history of desegregation in New Jersey, district level program accomplishments and the national perspective.

In discussing the national perspective, Frank Keppel, Chairperson of the National Task Force on Desegregation Strategies, focused the participants' attention upon the recently released Task Force Position Statement on Desegregation as a model statement from which specific policies may evolve. Deputy New Jersey Commissioner, Ralph H. Lataville called attention to the difficulties which New Jersey has yet to overcome. He listed future needs as 1) improved affirmative action programs for local districts, 2) metropolitan desegregation, 3) attention to bilingual desegregation and sex equity.

Ben Williams, Director of the National Project and Task Force on Desegregation Strategies, made these comments on the program: "The program provided an effective model for updating state board members and SEA senior staff on desegregation policy and program needs. I hope other state EEO offices will make such an opportunity available to state officials."

For further information, please contact: Nida Thomas, Director, EEO Programs, State Education Department, 225 W. State Street, Trenton, New Jersey 08608, (609) 292-4343.

Ohio

The report of the Joint Select Committee on School Desegregation of the Ohio state legislature was released to the legislature and to the public on Wednesday, March 21, 1979. The report is the result of a year-long study commissioned by the state legislature. (See article by Senator M. Morris Jackson, this issue.)

A summary of the committee's major recommendations follows.

1. The Ohio General Assembly should enact a statute reaffirming the existing state constitutional prohibition against de jure school desegregation. The statute should require the State Board to adopt minimum standards for desegregation, and the Board should have the power to enforce the standards by withholding funds to and/or revoking the charter of a non-complying school or school district.

2. The General Assembly should provide funding for the state education agency to provide technical assistance to local districts and to establish an information clearinghouse.

3. Funding should be provided for voluntary desegregation efforts within and between school districts, including grants and financial incentives through the state aid formula.

4. State statutes governing funding of school transportation should be amended to allow funding of transportation for desegregation purposes on the same basis as funding for school transportation in general.

5. An agency should be established within the existing state Economic and Community Development Department which would serve as a research and planning agency to eliminate housing discrimination and to monitor efforts of other state agencies in the area of housing discrimination.

6. The Ohio Civil Rights Commission should be strengthened by providing additional funding to allow the Commission to initiate investigations and to file lawsuits in cases of housing discrimination, and by allowing punitive damages, in addition to existing remedies, to victims of housing discrimination.

For copies of the Joint Select Committee's report, or for further information, please contact: State Senator M. Morris Jackson, Ohio Senate, The State House, Columbus, Ohio 43215, (614) 466-5471, attn: Marian Bon Tempo.

Oregon

A compliance review process was initiated by the Oregon state department of education in five local school districts this month to determine whether those districts are implementing requirements for race and sex equity and program access for handicapped students.

The review process will be conducted pursuant to rules which allow the state superintendent to require local districts to submit EEO plans and to require assurances regarding those plans. The long-term goal of the program is to develop a model state monitoring procedure. It is hoped that such a procedure will be effective in achieving compliance with a minimum of federal activity and a maximum of local involvement. Another goal of the program is to develop a resource pool of persons skilled in equity issues at the state level.

Reviews will be conducted by teams trained by the state department of education. Reviewers will employ an instrument developed by the state department, which assesses curriculum and courses, student treatment (e.g., discipline, extra-curricular activites), parental and community involvement, counseling and guidance services and employment practices, from the standpoint of equal opportunity.

The Oregon state department has also been working with its regional Office of Civil Rights to develop a complaint resolution process for local school districts. The process is based upon a strategy of mediation, utilizing the state department as a neutral third party, in resolving disputes involving alleged violations of federal law. State department personnel believe that the mediation program, which has been in operation on an informal basis for about two years, promotes a positive role for the SEA, while at the same time, often serving to speed resolution of cases. Moreover, LEA's often prefer to seek technical assistance from a neutral third party (the SEA), rather than from the enforcing agency (OCR).

For further information, please contact: Larry Mylnechuk, Equal Education and Legal Specialist, Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310, (503) 378-3573.

Washington

The Washington state legislature is considering two bills which would prohibit local districts from spending state money to ascertain the constitutionality of statewide initiative #350, an anti-busing measure which was adopted by state voters last fall. Three local districts, Seattle, Tacoma and Pasco, are currently involved in federal court litigation aimed at striking down the initiative.

Washington state department officials worry that if the anti-busing measure is allowed to stand, the state may ultimately be found guilty of having contributed to segregation and may therefore be held liable for the costs of desegregation based upon the U.S. Supreme Court's decision in Milliken v. Bradley, 433 U.S. 267 (1977) (Milliken II).

April 23 is the date set by the U.S. District Court for hearing the lawsuit challenging the constitutionality of #350. The court has stayed implementation of the measure until the issue of its constitutionality has been resolved.

For further information, please contact: Warren Burton, Director, Office for Equal Educational Opportunity, Old Capitol Building, Olympia, Washington 98504, (206) 753-2560.

Fourth Meeting of the National Task Force on Desegregation Strategies

The fourth meeting of the National Task Force on Desegregation Strategies will be held May 3-5, 1979 in Washington, D. C. Among the issues that will be included on the agenda are long term desegregation outcomes for minority group students, the rights of Hispanic children and guidelines for an integrated education. The group is also scheduled to discuss benefits to majority group children from integration and incentives for majority group participation in desegregation plans.

The Task Force is completing its second year of operation under a 3-year grant from the Ford Foundation.

PUBLICATIONS AVAILABLE

The following publications are now available from the National Project and Task Force on Desegregation Strategies:

1. Position Statement on Desegregation, National Task Force on Desegregation Strategies, February 1979, 5pp.

2. School Desegregation and the State Government, a series of articles collected by the National Project on Desegregation Strategies, February, 1979, 67pp.

3. Metropolitan School Desegregation: A Report and Recommendations, National Task Force on Desegregation Strategies, March, 1979, 58pp.

All three documents are available free of charge from the National Project and Task Force on Desegregation Strategies, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295, (303) 861-4917.

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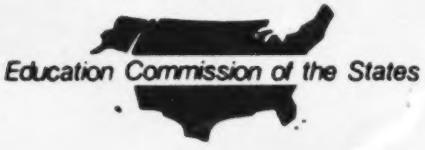

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